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<http://journal.umpo.ac.id/index.php/indria/index>**Holistic-Integrative Early Childhood Development in the Full Day Program at Integrated ECE Bakti Baitussalam**Puji Dwi Rahayu¹, Dina Rahmawati¹¹IAIN Ternate**Article****Information****Article History**

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Abstrak

Penelitian ini bertujuan untuk mengetahui program, pelaksanaan dan faktor pendukung dan penghambat pengembangan anak usia dini holistik integratif (PAUD-HI) pada program *full day* di PAUD Terpadu Bakti Baitussalam. Metode yang digunakan adalah penelitian deskriptif dengan pendekatan kualitatif. Adapun hasil penelitiannya : 1) Program Pengembangan Anak Usia Dini Holistik Integratif (PAUD-HI) Pada Program *Full Day* di PAUD Terpadu Bakti Baitussalam terdiri dari program rutin, program penunjang, program layanan khusus. 2) Pelaksanaan program PAUD-HI di PAUD Terpadu Bakti Baitussalam dilaksanakan melalui kegiatan pembelajaran, kegiatan keagamaan, kegiatan pengasuhan, kegiatan ekstrakurikuler, kegiatan parenting, kegiatan pemeriksaan dokter, konsultasi anak dan DDTK. 3) Faktor-faktor yang mendukung PAUD-HI di PAUD Terpadu Bakti Baitussalam yaitu karakter dan kualitas pendidik sedangkan faktor yang menghambat yaitu sarana dan prasarana seperti APE yang terbatas, kerjasama pendidik kurang maksimal.

Abstract

This research aimed to determine the program, implementation and supporting and inhibiting factors for the holistic-integrative early childhood development (ECD-HI) in the full day program at Bakti Baitussalam Integrated Early Childhood Education. This research used descriptive research with a qualitative approach. This research examined and explored the development of a holistic-integrative early childhood in the full day program at Integrated ECE Bakti Baitussalam. This research examined what happened, there was no special treatment to the subject, but seeing the subject and object as they are. To get an overview of the processes/events that occurred in the field, the researchers conducted observations, interviews and analyzed existing documents related to holistic-integrative early childhood development in the full day program at Integrated ECE Bakti Baitussalam. The results of this research included: 1) The Holistic-Integrative Early Childhood Development Program (ECD-HI,) The Full Day Program at Integrated ECE Bakti Baitussalam consists of routine programs, support programs, and special service programs; 2) The implementation of ECD-HI program in Integrated ECE Bakti Baitussalam was carried out through learning activities, religious activities, extracurricular activities, parenting activities, doctor examination activities, child consultation and DDT; 3) The factors that supported ECD-HI at Integrated ECE Bakti Baitussalam were the character and quality of educators, while the inhibiting factors were limited facilities and infrastructure such as APE, less optimal teacher cooperation.



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INTRODUCTION

Early Childhood Education provides education for early childhood to develop their potential optimally if it is in accordance with the stages of child development. ECE efforts are not only in terms of education, but include efforts to provide nutrition and child health so that the implementation of ECE is carried out in an integrated and comprehensive manner (Sujiono, 2009).

Early Childhood Education (ECE) aims to develop the potential that exists in children so that they have optimal readiness to enter further education (Fadlillah, 2012). Potential in children is developed by providing a stimulus that is appropriate to the child's developmental stages. Aspects of child development include language, intellectual, emotional, social, motoric, self-concept, interests and talents so that each child has a different potential from the others.

Early Childhood Education (ECE) can be organized through formal, non-formal or informal education channels. The forms of ECE implementation in the formal path include TK (Kindergarten) and RA, the non-formal routes include in the form of KB and TPA, while the informal route was is the form of family education or education organized by the environment.

The Child Care Center (CCC) is a place to entrust a growing number of children. CCC meets the needs of child care, guidance, social guidance when they are not with their parents.

The full day program (day care) is a program that provides full day care that is given to children as a substitute for the family for a certain period (Hasan, 2009). In this case, the full day program is a solution for parents who both work.

The full day program has a good contribution to the stages of child growth and development. Children who participate in the full day program are expected to fulfill their basic needs, namely education, care, parenting, health and nutrition. The full day program is a learning process that takes place actively, creatively and transformatively for a full day, even for approximately 24 hours.

The full day program is expected to be in accordance with the growth and development of children to stimulate children's talents and potential. We

recommend that most of the full day implementation be used for playing while learning, fun for children aiming to explore children's potential.

The forms of implementation of the full day program include learning activities in the morning, day care activities, habituation activities such as memorizing daily prayers, medical examinations by doctors, child consultation activities by psychologists, parenting activities and eating activities together coordinating with the nutritionist and the cook. Some of the full day programs will be implemented if the related parties can work together.

In order to stimulate children's growth and development in the full day program in accordance with the stages of development, there is an alternative development, namely holistic-integrative early childhood development which focuses on sustainable care, education, health, nutrition and protection services. Health care and provision of good nutrition will determine children's intelligence and maintain children's health. With balanced nutrition, intelligence will develop to capture every experience and knowledge in the environment around the child (Ilahi, 2013). Educators and caregivers must understand the basic needs of children.

Therefore, the existing full day program needs to develop holistic-integrative early childhood development, which is a means for education that aims to provide comprehensive children's education, care, health and nutrition services. These services can help develop potential and teach life skills from an early age which will later be useful for the next child's life.

One model that is considered relevant is Holistic-Integrative Early Childhood Development (ECD-HI). Many agencies claim to use a variety of services and programs.

In its implementation, many ECE institutions have not implemented ECD-HI, it is necessary to look for ECE that have developed them. This is because they are still facing various problems of educators who are not in accordance with educational qualifications so that there is still limited understanding of educators about the importance of holistic-integrative early childhood development (ECD-

HI), inadequate service facilities, services that have not fulfilled all aspects of children's needs.

In the author's observation or pre-survey, Integrated ECD Bakti Baitussalam is a ECD which has Islamic-based characteristics and has a full day program. This program plays an important role in entrusting children whose parents are left to work all day.

Integrated ECD Bakti Baitussalam with a full day program seeks to provide services to children in a holistic and integrative manner. The aspects of achievement include health and nutrition services, care/parenting services, education services and protection. These aspects can meet the basic needs of children in order to grow and develop optimally.

ECE with holistic-integrative early childhood development is closely related to the full day program. Holistic-integrative early childhood development is intended to meet the essential needs of children who are diverse and interrelated simultaneously, systematically and integrated (Hukum, 2013). Early childhood needs services that include health and nutrition, educational stimulation, moral-emotional development and nurturing so that children can grow and develop optimally according to their age group.

This is where the importance of the authors conducting research at the Integrated ECE Bakti Baitussalam on the development of holistic-integrative early childhood in the full day program. The author sees that ECD-HI in full day programs will affect children's growth and development.

This research reveals scientifically the extent to which ECD-HI is on a full day program. Therefore, the author was encouraged to conduct research with the title "A Holistic-Integrative Early Childhood Development in the Full Day Program at Integrated ECE Bakti Baitussalam in Yogyakarta.

Based on the above background, this research aimed to determine the program, implementation and supporting and inhibiting factors for holistic-integrative early childhood development in the full day program at Integrated ECE Bakti Baitussalam.

LITERATURE REVIEW

Full Day Program

The full day program is a learning process that takes place actively, creatively and transformatively for a full day, even for approximately 24 hours (Hasan, 2009). Children who participate in the full day program can fulfill their basic needs, namely education, care, parenting, health, and nutrition.

There are several reasons for the emergence of the full day program (Baharuddin, 2009), including:

- a. The number of single parents and the number of activities of parents who pay less attention to their children, especially those related to children's activities after returning from school increase.
- b. Socio-cultural changes that occur in society from an agricultural society to an industrial society. These changes clearly affect the mindset and perspective of society.
- c. Socio-cultural changes affect the mindset and perspective of society. Industrial society measures success with materials.

The progress of science and technology is so fast that if we don't pay close attention we will become victims of the increasingly sophisticated developments in the world of communication.

Based on the explanation above, the researcher concluded that the full day program is a program that organizes a full day of activities from morning to evening. The full day program was held due to several demands including the lack of time for parents at home due to high parental activity or work demands.

The impact of full day in Kindergarten (Cooper et al., 2010) is that children have higher academic achievement and social development than half day. Therefore, some working parents prefer the full day program to entrust their children when they are not with their parents.

The full day program aims to improve children's development and is not academically stressful (Chapman, 2011). This program provides more opportunities for children to explore and examine. This is for direct experience of children in order to hone cognitive abilities.

Holistic-Integrative Early Childhood Development (ECD-HI)

Holistic-Integrative Early Childhood Development (ECD-HI) carried out by the state ministry of development planning stated that holism including basic health, nutrition and emotional and intellectual development of children needs to be done well because it really determines the journey of his life in the future. All dimensions of development will grow and develop, mutually influence and be influenced by one another. For that, children need holistic stimulation (comprehensive) which includes stimulation of education, health and nutrition and psychosocial.

In addition, integration means serving children in an integrated manner with types of services that include meeting the needs of health, nutrition, education, care and protection services which are carried out in an integrated manner by various administrators (Hukum, 2013). Holistic-Integrative early childhood development (ECD-HI) is development based on understanding to meet the basic needs of children who are diverse, interrelated and systematic (Law, 2013)

Therefore, Holistic-Integrative Early Childhood Development (ECD-HI) is an early childhood development that is carried out based on an understanding to meet basic needs ranging from care, education, health, nutrition and child protection which are diverse and interrelated simultaneously and systematically (Law, 2013).

From the description above, the author concluded that holistic-integrative early childhood development is an effort to develop children's education that is carried out from an early age to meet children's basic needs which include education, care, health and nutrition that runs simultaneously and systematically.

Holistic-Integrative early childhood development (Dewi et al., 2013) takes into account the following principles:

- a. Early life of children, first interaction with parents, siblings, caregivers, educators, school and peers is an important period in the development of young children. The quality of this interaction is very necessary in providing early stimulation for babies to stimulate brain growth, meet children's nutritional needs, provide proper parenting at home and at school, and instill noble values

and character in children. The earlier the early childhood development program is carried out, the better it will be for child development.

- b. The environment that affects children's development includes: First, there are one or more adults who love children unconditionally. Second, adults must spend time doing activities together with children both inside and outside their home environment. If these two conditions cannot meet, the child's ecological environment will collapse. Therefore, it is necessary to make efforts to make the family intact so that it can introduce and educate the noble values and norms in children. In addition, young parents need to be supported by extended families and safe neighbors so that they can develop their children optimally.
- c. The “bridge” between the home and the social institutions outside the home from the child's micro environment and other environmental systems as the bridge between the house and school is important for children's development. For this reason, a synergy is needed between actors who can simultaneously provide services in the form of the best care and parenting for children, so that their potential can develop optimally and they become qualified humans to live life in their era.
- d. The environment is also very important to pay attention to because whatever adults who have contact with children do or say greatly affect children's development and can even turn children's development negatively.
- e. The government's involvement in supporting the provision of early childhood services that meet all the needs and dimensions of early childhood development is very urgent and needs to be done either through increased government or community investment.
- f. The responsibility of raising and caring for early childhood remains the main duty of parents. What the government needs to do is to support early childhood growth and development, among others, through the empowerment of parents so that they better understand, care for and raise children properly and optimally, and support the community so that they can also play their role in providing the environment and full protection child.

- g. It is not only the public sector that is obliged to support the intervention of early childhood programs, but also the private sector is expected to play a role in providing advocacy and influencing increased investment in early childhood development.

METHODS

This research is a type of qualitative research, a research by describing objectively. The qualitative approach produces descriptive data in the form of written and spoken words from research subjects (Moleong, 2002)

The subjects of this research were principals, educators, caregivers and parents of Integrated ECE children of Bakti Baitussalam. Informants that were explored were the principal, all educators, caregivers, parents.

The research was conducted by observing the programs and activities carried out by the school. The author interacted directly with the research subjects as informants of this research.

Data collection techniques and instruments were observation, interview and documentation. The data collection instruments used were observation guidelines, interview guidelines and documentation guidelines. The validity of the research data used was source triangulation and method triangulation.

Triangulation of sources was obtained from informants of school principals, educators, caregivers and parents of children who left children until evening. Method triangulation was conducted by connecting interview methods, observation methods and documentation methods.

The analysis of this research used the analysis model of Miles and Huberman in Silalahi (2010) which consists of 4 steps, namely collection, reduction, display and conclusion.

RESULTS AND DISCUSSION

Results

The full day program is a program that provides a full-day care that is provided to children as a substitute for the family for a certain period of time. In

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this case, the full day program is a solution for parents who both work. The implementation of the full day program with holistic-integrative early childhood development was carried out with various forms of services and activities.

The research data on the holistic-integrative early childhood development program in the full day program at Integrated ECE Bakti Baitussalam consists of aspects of planning, implementation aspects, evaluation, namely as follows.

Planning for a holistic-integrative early childhood development program on the full day program at Integrated ECE Bakti Baitussalam is carried out at the beginning of each new academic year. The educator plans a program for one year and then it is offered to the child's parents to select and approve the programs.

These programs are adjusted to the curriculum of the Education Department. The program is carried out in an integrated manner through various kinds of programs both planned in the curriculum and outside the extracurricular curriculum.

Programs at the Integrated ECE Bakti Baitussalam are adjusted to the objectives with the characteristics of the curriculum, namely Islamic character with Islamic religious life education material adapted to the environmental conditions of the child. Programs to meet the needs of people who want a school or place of learning that offers child care after classroom learning activities. These programs include main or routine programs, school support programs and special service programs.

The implementation of the main or routine programs at the Integrated ECE Bakti Baitussalam is planned according to the curriculum, namely learning activities, religious activities or *imtaq*, nurturing activities and eating lunch activities. School support programs are adjusted to the academic calendar of the Department through extracurricular activities and other supporting activities. The program of special service activities includes doctor's examination, child consultation and parenting, and Early Detection of Child Development and Growth (EDCDG) activities.

Learning activities were carried out by educators according to their respective classes. Learning activities began with educators giving perceptions

according to themes and sub-themes to focus children's attention. The teacher made apperception before learning activities with conversations and questions and answers to children. The Integrated ECE Bakti Baitussalam learning activities were more often carried out using children's worksheets (CW) in the form of CW books or photocopies.

The question and answer method and conversation were methods that the teacher applied when starting learning activities. This aimed to stimulate children's understanding. For example, the following activity:

G: "Kids, where does a chicken live?"

A1: "In the coop. I have a chicken coop in the backyard."

G: "Oh really, anyone else has chicken?"

A2: "I have one but I don't have a chicken coop. I keep my chickens in the backyard but there is no coop."

G: "Ye, that's okay. Are there many chickens?"

A2: "Yes, there are a lot, Ma'am. In the morning, my mother feeds the chickens."

From the above conversation, it can be concluded that the conversation method is a lightweight method for extracting information that is already known by children.

Learning activities used learning media using materials from plastic, gravel, soil, plants that are easily found in the surrounding environment. Religious activities or *imtaq* in Integrated ECE Bakti Baitussalam were carried out by memorizing short short surah, hadiths with educators every morning in their respective classes. In addition, *imtaq* activities were carried out by wearing Muslim clothing every day in accordance with the provisions of the uniform and praying dhuha and dhuhur prayers in congregation in the central hall. The *imtaq* activities, as conveyed by SL is as follows:

"This activity of *imtaq* or faith and piety is to wear Muslim clothes, wear a head scarf for women, and a cap for a man. In addition, by reading iqro there is a teacher of teaching, memorizing short surah and hadiths. " (SL / PBB)

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Parenting and lunch activities were carried out during the day after the learning activities. Parenting activities were carried out with children getting dressed on their own and if there were children who were not able to get dressed themselves clothes, the caregivers helped to get dressed, have lunch together, get used to washing hands before and after eating, pray before and after eating. The children took a nap. The supporting school program at Integrated ECE Bakti Baitussalam was carried out with extracurricular activities and parenting activities. Extracurricular activities were carried out between learning activities in the morning, namely dancing, drum band, swimming and *iqro* or TPA. Parenting activities at Integrated ECE Bakti Baitussalam were carried out every 3 months and some parents consulted on children's problems to the resource person. The special service program at Integrated ECE Bakti Baitussalam was carried out with doctor examinations and child consultation activities by psychologists. Doctor examination activities at Integrated ECE Bakti Baitussalam, namely doctors from Nur Hidayah Hospital and the Bangutapan PUSKESMAS (Community Health Center) have not performed well. Child consultation activities from UAD psychologists were carried out when the child's parents need consultation so that it has not been regularly scheduled.

Some of the supporting and inhibiting factors in Integrated ECE Bakti Baitussalam were supporting factors including the character and quality of educators that are in accordance with Islamic characters, the collaboration of school principals, educators and employees in caring for children. Meanwhile, the inhibiting factors were the less optimal cooperation between educators and parents, facilities and infrastructure such as limited APE.

Discussion

The full day program is a program that provides a full day care that is provided to children as a family substitute for a certain period of time. In this case, the full day program is a solution for parents who both work. Children receive nurture, care and guidance.

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Development programs related to the full day program at Integrated ECE Bakti Baitussalam are the main program or routine program, support programs and special service programs. These programs are implemented in collaboration with the school, parents, community, psychologists and doctors from the hospital.

The programs planned are not to be implemented all like RPPH. Learning planning is also carried out in the morning before learning activities. The lesson plan takes into account the time of implementation and the conditions of the learning environment. The teacher changes the activity plan that has been prepared according to the conditions and situation at that time. Integrated ECE teachers Bakti Baitussalam in planning programs and learning activities wrote temporarily in a notebook. This is because teachers find it easier to write on notebooks. In planning daily activities, it is adjusted to themes and sub-themes to stimulate various aspects of child development, namely aspects of religious and moral values, social emotional, cognitive, language, physical motor and art. This is in accordance with Neaum (2010) who stated as follows: "Holistic development means recognizing that children's physical, cognitive, linguistic, emotional and social development are interrelated, inseparable and interdependent. All aspects of young children's development occur simultaneously and each area of their development is affected by the others. Children grow and develop through a complex interplay of all aspects of their development. Holistic development is a way of understanding the lived reality of young children's learning and development. "

The teacher makes plans for learning activities in the form of annual programs, semester programs, RPPM and RPPH. In the holistic integrative early childhood development program, the full day program includes programs that are in accordance with the curriculum plan and outside the curriculum plan as school support activities. In addition, there are special service programs to check children's health conditions aimed at children, teachers and parents, especially students. These programs are planned by teachers and care givers before learning activities in the beginning of the new school year.

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Holistic-Integrative early childhood development program in the full day program at Integrated ECE Bakti Baitussalam includes learning activities, religious activities, parenting activities and eating together activities.

Learning activities at Integrated ECE Bakti Baitussalam often used children's worksheets and photocopies and rarely used learning media. Learning activities have not stimulated all aspects of child development. This is in accordance with the opinion which states that it is educator-centered, emphasizes receiving knowledge, uses monotonous methods, does not use learning media very often.

Every day, religious activities in Integrated ECE Bakti Baitussalam were carried out using Moslem clothing, praying by memorizing short surah and hadiths, performing dhuhur prayers in congregation. Religious activities are in accordance with Mursid (2015) who stated that children's religious activities by getting used to pray from childhood and instilling its benefits so that they have a feeling of divinity and support the development of children's cognition, emotions and language.

Parenting activities by changing clothes, having lunch by himself, washing hands before and after eating, praying before and after eating. In addition, dhuhur prayer for Muslims, take a nap and take a shower in the afternoon. Children change their own clothes for those who can do it themselves. Caring activities are the responsibility of the care givers. Children learn to be independent by washing hands, eating, wearing clothes, bathing or urinating/defecating on their own (Yamin & Sanan, 2013). Parenting teaching children to be independent requires a process, not spoiling children excessively and allowing children to be responsible for their actions.

The children at Integrated ECE Bakti Baitussalam who had finished lunch and then did ablution alternately and prayed dhuhur together in the central hall.

In term of the parenting activities at the Integrated ECE Bakti Baitussalam, some children did not want to take a nap. This is because some children always played in the yard and did not want to take a break during the day. Care is held from Monday to Saturday. In parenting children, SL provided limits and

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provisions, namely how to educate and care for children by not being angry, not by punishing and not threatening. SL created provisions in parenting by providing advice so that children know the causes and consequences of the behavior that is caused.

During the day, the children performed dhuhur prayer in congregation.

The school support program at Integrated ECE Bakti Baitussalam was carried out together with school extracurricular activities. This aims to stimulate aspects of child development.

The special service program at Integrated ECE Bakti Baitussalam has not been implemented routinely because it is still constrained by doctors examining children.

Child consultation program overcomes various problems faced by parents and children. These problems are to find solutions together. Consultations can be carried out together with a doctor, teacher or psychologist. Parents consultation with doctors are regarding children's health. Children who experienced several problems were directly consulted with a doctor who understands these problems.

Integrated ECE Bakti Baitussalam holistic service program is located in religious activities or activities of faith and piety by reading prayers, memorizing short surah and hadiths every morning and getting used to performing dhuha prayers every Friday and dhuhur prayer every day in congregation. Every morning in each class, they carried out *imtaq* activities together with their respective class teachers. *Imtaq* activities are carried out every day because in Integrated ECE Bakti Baitussalam it emphasizes more on the formation of Islamic character.

In integrated service program at Integrated ECE Bakti Baitussalam, learning activities were carried out in collaboration with parents and doctors from Nur Hidayah Hospital. Parenting activities were carried out in collaboration with the school committee and the child's parents. Parenting activities includes consultation on children's problems. In addition, child consultation was conducted in collaboration with a psychologist from UAD.

The implementation of a holistic-integrative early childhood development program was not carried out separately, but it was carried out simultaneously with

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various program activities that have been planned and those that are not planned. This is in accordance with the statement as follows, "Integrated programming can take various forms. Providing for the multipleneeds of young children and their families seldom takes place within one setting. Frequently there are partnerships for med between social welfare, health and education to assure that children's multipleneeds are met. A variety of relationships can be established that build on what exist sand help fill the gap sin service relationship to what children need." (Evans, 1997).

The entire programs in ECE Bakti Baitussalam have implemented an integrative holistic early childhood development. This is in line with what was stated by Vargas (Vargas-Barón, 2005) that the type of child service that is integrated into a whole by various organizers and builds across sectors, promotes programs that are in accordance with local culture. In this case, the Integrated ECE Bakti Baitussalam with Islamic-based culture.

Of the entire program in Integrated ECE Bakti Baitussalam, it has led to Holistic-Integrative Early Childhood Development (ECD-HI). The development program focuses on sustainable education, care, health, nutrition and protection services. Holistic-Integrative early childhood development is intended to meet the essential needs of children who are diverse and interrelated simultaneously, systematically and integrated (Hukum, 2013).

CONCLUSIONS AND SUGGESTIONS

Conclusions

Programs in Integrated ECE Bakti Baitussalam are the main or routine programs, support programs and special service programs. Based on the activities, Integrated ECE Bakti Baitussalam is holistic in nature covering aspects of child development and meeting children's needs. The activities above are integrated, namely religious activities or *imtaq* integrated with learning activities and parenting activities. Parenting activities are integrated with child consultation activities with parenting activity sources.

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The holistic-integrative early childhood development program in the full day program at Integrated ECE Bakti Baitussalam is based on Evans' opinion that the program is integrated in various forms of activities. These activities, namely educational activities, parenting activities, religious activities, supporting activities and doctor examination activities, aimed at meeting the basic needs of children regarding the growth and development of children.

Suggestions

Holistic-Integrative early childhood development in the full day program at Integrated ECE Bakti Baitussalam is not only developed through several integrated activities as stated in the research results, namely routine activity programs, school support programs and special service programs, but can be further developed through the conceptualized and well measured program. An understanding of integrative holistic early childhood development needs to be improved. It is necessary to expand the network of cooperation with related agencies which is mutually beneficial and sustainable. Additional caregivers to supervise children who arrive late in the evening.

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